SILVER LAKE COLLEGE OF THE HOLY FAMILY ADMINISTRATOR LEADERSHIP PROGRAM

DEVELOPMENTAL PORTFOLIO ASSESSMENT

(document of the candidate’s growth through the program work)

Candidate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: Degree\_\_\_\_\_\_ *or* License Only\_\_\_\_\_\_ Lic.#\_\_\_\_\_\_\_

Rating: Approved \_\_\_\_\_ or Needs further work \_\_\_\_\_ Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

\_\_\_The completed Portfolio Development Checklist and Portfolio Assessment Rubric have been submitted in Joule.

The average rating must be 3 or greater for acceptance of the portfolio. Candidate may be asked to revise an area that receives a rating of “2” depending on the severity of the deficiency.

|  | **Rating** | **4 - Outstanding** | **3 – Acceptable for Completion** | **2 – May need revising** |
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| 1. Portfolio in General |  | * Well-written and organized * All components are present * All required items are well developed * Material labeled for ease in locating it * Sections are clearly delineated * Evidence of appropriate use of technology resulting in a professional appearing portfolio * Artifact reference/tracking page is included * Self-assessed | * Adequately written or organized * Material labeled for ease in locating it. * Most components present * Most required items are well developed * Evidence of appropriate use of technology, resulting in a professional appearing portfolio * Self-assessed | * Writing and/or organization needs revision * Many required items are poorly developed * Lacks several key components * Minimal use of appropriate technology |
| 2. Prior Learning  (Section II) |  | * Copy of teaching license (under PI34)   **-or-**   * Exceptional documentation indicating proficiency in all competencies waived in this program * Prior learning is incorporated into growth reflections on the Administrator Standards | * Acceptable documentation indicating proficiency of material in all competencies waived in this program | * Incomplete documentation of knowledge of diversity and/or * Experience with diverse populations |
| 3. Diversity and Wisconsin Teacher Standards (Section II) |  | * Copy of teaching   license (under PI34)  **-or-**   * Thorough documentation of knowledge of diversity and of the Wisconsin Teacher Standards (if applicable for your license) * Documentation of experience with diverse populations, if any or indication that you have not had any to date. | * Acceptable documentation of knowledge of diversity or * experience with diverse populations | * Incomplete documentation of knowledge of diversity and/or * Experience with diverse populations |
| 4. Proficient in Core Competencies (Section III) |  | * Waived competencies are well documented with self-assessments and supporting documents * Multiple resources * Coverage of Areas of Investigation * Application in Practice well planned and executed * Insightful reflections * Complete assessments | * Adequate but not complete coverage on all requirements for a 4-*Outstanding* rating * Excellent coverage on some competencies but inconsistent across all competencies | * Inadequate coverage on many competencies |
| 5. Proficient in Licensure Competencies (Section IV) |  | * Multiple resources * Coverage of Areas of Investigation * Application in Practice well planned and executed * Insightful reflections * Complete assessments | * Adequate but not complete coverage on all requirements for a 4-*Outstanding* rating * Excellent coverage on some competencies but inconsistent across all competencies | * Inadequate coverage on many competencies |
| 6. Practicum (Section IV) |  | * Exceptional practicum experience and * Site supervisor evaluation and * Consistent and complete logs | * Excellent practicum experience and * Site supervisor evaluation; * Inconsistent, incomplete logs | * No clearly defined practicum experience or * No site supervisor evaluation or * Incomplete logs |
| 7. Wisconsin Administrator Standards (Sections III and IV) |  | * Reflective summaries show understanding of the relationship between competency work and the administrator standards * All administrator standards are covered (Each is addressed in at least one AiP) * Evidentiary artifacts meet the criteria above | * Reflective summaries do not consistently show the expected understanding and connections * A major portion, but not all, of the standards are covered * Artifacts are present buy not readily located or accompanied by a rationale | * Standards are not adequately covered and/or documented |
| 8. Leadership Statement  (Section V) |  | * Well written and reflects Servant Leadership and the three dimensions of program (VL, RM, RE) | * Adequately written and reflects Servant Leadership * At least two program dimensions of program covered | * Inadequately written or does not reflect Servant Leadership or * Only one dimension covered |
| 9. Growth Statement (Section V) |  | * Clear, concise, specific explanation of how the work in the program has contributed to candidate’s development into a leader/manager who is visionary, resourceful, and reflective * Meaningful next steps for Professional Plan | * Explanation addresses growth in program dimensions but lacks clarity or specificity * Meaningful next steps for Professional Plan | * Does not present any evidence of growth through work in the program |
| 10. Quality of Writing (*throughout the portfolio*) |  | * Has exceptional quality as evaluated by the standard Graduate Education rubric for writing | * Evaluation by the standard Graduate Education rubric for writing earns an average rating of “3” | * Evaluation by the standard Graduate Education rubric for writing earns an average rating of less than “3” |
| 11. Quality of Research *(throughout the portfolio*) |  | * All AiP show research/evaluation design and * Include external evaluations | * Most AiP show research/evaluation design and * Include external evaluations | * Few or no AiP meet the acceptable standards |

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| Comments: | |
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| General Comments: | |
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